



Tchikoumbis à Loango - Congo Français

Collection J. Audema

# CARTE POSTALE

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1919.



Femme Coumbé - Congo Français

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### Distinguished Guests Here.

One of the most conspicuous guests at the approaching Lafayette College commencement will be Rev. Robert Hamill Nassau, M. D., D. D., of Germantown. He has an unique record. He is one of the nine children of Dr. Charles W. Nassau, who presided over the fortunes of Lafayette in 1845-50. He was reared in Easton and belonged to the college class of 1873, although he completed his course with the class of the same year in the University of Pennsylvania. He then went to Africa, where he spent more than 40 years in medical and missionary life in the western part of equatorial Africa. He became well known among many of the native tribes. They styled him a king and obeyed him accordingly. He tells many amusing stories of their wild life, simple habits and intense superstition. He has written a number of books descriptive of these topics. His special object in being present at this time is to act as a representative of his father. It was desired that a son or a grandson of each of the past presidents of Lafayette College should be in attendance at the jubilee celebration. Dr. Nassau is here and is accompanied by his daughter, Miss Mary Brunette Nassau, a recent graduate of the Blair Academy, at Blairstown, N. J. She has a number of acquaintances among the students of the college.

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substantial menu had been overcome by the war-like appetites of the heroes, the flow of soul was begun. Walter F. Evans, '07, was toastmaster, and under his guidance many of the knights responded to the subjects assigned to them. Songs and merriment prevailed all through the evening and the hour was wee when the banquet finally broke up. The toast list was as follows:

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- "Knights of King Arthur".....
- .....H. D. Updegrave, '07
- "May 13, 1907".....S. S. Riddle, '09
- "The Black Horse".....F. M. Howard, '08
- "The Future".....R. S. Hemingway, '07
- "The Ladies".....Paul Jones, Jr., '09
- "Till We Meet Again".....
- .....Markley Stevenson, '07

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DAILY  
**TON**  **EXP**

EASTON, PA., SATURDAY EVENING, JUNE 15, 1907.

**LAFAYETTE'S**  
**CELEBRATION**  
**IS NOW ON.**

Crowds of Alumni Already  
in Easton.

**FINAL EXAMINATIONS HAD**

"When Lafayette Was Young"  
Will Be Portrayed in the Opera  
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The commencement exercises at Lafayette College in celebration of the seventy-fifth anniversary of the institution began to-day. The final examinations for the Junior, Sophomore and Freshmen classes were held this morning and this afternoon with the Lafayette-Lehigh ball game, the diamond jubilee was inaugurated. The last chapel exercises of the year, with the exception of the services tomorrow, was held this morning and President Warfield made a few appropriate remarks on the occasion.

This evening the annual June show of the Sock and Buskin Dramatic Association will be presented in the Opera House. The title of the piece is "When Lafayette Was Young." Following the play will come the emancipation of the Freshmen by means of the annual Freshman "parade," accompanied by a band and fireworks.

On Sunday is the baccalaureate sermon and the sermon before the Brainerd Society in the evening, and a farewell to Messrs. Jordan, '95, and Boyce, '07, missionaries to Persia, who leave soon for their field of work.

On Monday are the class day exercises and promenade concert given by the class of 1907, and Tuesday is alumni day. At 10.30 in the morning in Pardee Hall will be held the diamond jubilee celebration with speeches by noted men. Class reunions, trustee's meeting, a ball game with Bucknell and other features will make the day of great importance.

On Wednesday will be held the graduating exercises of the Senior class and the alumni dinner. Already alumni have begun to arrive in town and by Monday there will be several hundred on hand for the festivities.



# Missionary who preceded Schweitzer

In this, the centenary year of the birth of the celebrated Albert Schweitzer, there has been a resurgence of interest in the life and works of this many-sided man: writer, philosopher, musician, best known as the mission doctor at Lambarene in the Gabon Republic, West Africa

This centenary year might also be a logical time to look back upon the life and works of the man who established the mission hospital used by

Dr. Schweitzer: Robert Hamill Nassau (1835-1921), a missionary doctor long associated with the Lawrenceville Presbyterian Church.

Writing of his early days at the African hospital, Dr. Schweitzer declared: "Great was the joy of Dr. Nassau, the aged founder of the mission station at Lambarene, when I sent to him in America the news that it was once more supplied with a doctor." (Schweitzer had come in 1913 to the mission established by

Nassau in the 1870s.)

Except for an occasional visit back to this area, Robert Hamill Nassau worked as a medical missionary in Africa from 1861 to 1906. In some of his efforts he was accompanied by his sister, Isabella Ann Nassau, who died at Batanga, Africa, after 38 years of missionary work, in 1906. It was in that year that Dr. Nassau retired and returned to the States. He died at Ambler, Pa., in 1921 at the age of 86. He was buried in the Lawrenceville Cemetery not far from the final resting place of his sister.



ROBERT HAMILL NASSAU

In 1861 he received his diploma, and was ordained a short time later at the First Presbyterian Church at Cranbury, N. J. Within a few months he sailed for Africa.

There, he "taught, translated and itinerated" as he once put it, for more than four decades. He established schools, mission stations and several small hospitals in addition to the one that would eventually become Dr. Schweitzer's. An able linguist, he mastered dialects of the Bantu tongue and revised the Benga grammar. He prepared a new geography of the West African coast. He translated parts of 15 books of the Old Testament into Bantu. He taught hundreds of natives to read, to count and write, to steer a boat, to thatch a roof — a one-man Peace Corps.

DR. NASSAU CAME to the Ogowe River, which enters the Atlantic a few miles south of the equator, in 1874 and established two missionary centers on its banks, one being Lambarene. Several missionaries had tried to make it up the river and had died in the attempt. It was an area known for a high concentration of both cannibals and gorillas. Three other river-routes to Africa's interior had been explored in vain.

Dr. Nassau set off, never doubting that he'd make it. At one point along the river, he and his small group found themselves surrounded by a band of thieves headed by a notorious highwayman. They ordered Nassau not to continue up the river. Nassau noted later that the leader of the thieves was "a raging wave; I was the silent rock."

Nassau stood "quiet, erect, with folded arms" and "distinctly but quietly told the highwayman "that I would not go back, and that I would proceed up the river." He did, and the way was made for what would one day be the mission hospital of Albert Schweitzer.

So, if you're raising a toast or lighting a candle during this centenary year of Albert Schweitzer's birth, don't forget to do the same in honor of the man who paved the way: Robert Hamill Nassau.

Looking back on his busy career, Dr. Nassau wrote, in retirement, a sort of valedictory: "It is with a deep satisfaction that I look back on the privilege and honor that God gave me of service in his foreign missionary work. Whatever failures or errors there may have been in my life on a foreign field, I rejoice that I could . . . live in a hostile climate longer than any of my associates and bear trials and dangers equal to those that had fallen on them. I look back with gratitude on the fact that the Master allowed me to share, if in the pain, also in the honor of His cross."

## PRINCETON'S LOVER'S LANE

was the scene of a turning point early in the life of Nassau, one that led to his studying for the ministry and becoming a medical doctor. His father was a minister and so were two of his uncles. His elder brothers and sisters had come in their turn to the Communion table. And now Robert Nassau, 16 years old and a sophomore at Princeton, was due to come to the table.

But he refused, saying, "What's the use? I am well behaved, in conduct as good as any professing Christian."

This is how he wrote later of what happened next: "Then conscience threw over me a dark cloud of remorse . . . In refusing to publicly confess Christ, I had denied Him. I felt I had committed an unpardonable sin. In my depression I walked in the outskirts of Princeton, on the way to Stony Brook, through a private path known as Lover's Lane.

"I fell helpless at the foot of a tree. But the Saviour gently touched me, and I was saved. I came to the Lawrenceville communion table . . . and I was happy."

THAT WAS IN JANUARY 1852, the beginning of a busy academic period of his life: A.B. degree from Princeton College, 1854; two years of teaching at The Lawrenceville School, A.M. degree from Princeton in 1857; graduation from Princeton Theological Seminary in 1859.

While teaching at Lawrenceville, Nassau had received "daily lessons in medicine" from the village physician, Dr. White. This led to a lifelong interest in medicine. Upon graduation from the seminary, he asked to be sent to the most difficult post of the Presbyterian Board of Missions. He was appointed to a mission in West Africa, but before accepting, he decided to study medicine at the University of Pennsylvania. At that time three years of study were required for a diploma. But Nassau made it in two.

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# DR. NASSAU TELLS OF EXPERIENCE IN BLACK CONTINENT

For Forty Years He Worked  
Among the Oppressed  
Natives

## BELGIANS MOST BRUTAL

England Treats the Blacks in Most  
Humane Way—White Men For-  
got Civilization

Forty years in the wilderness, a life of self-renunciation, of devotion to the cause of religion and to the barbarians of Central Africa, this is the record of the Rev. D. Robert Hamill Nassau, who is the guest of Mrs. W. H. Nassau, of 450 East High street, this city.

Dr. Nassau, one of the distinguished missionaries of the Presbyterian church, is one of the pioneers of the work in that section. Though not the first of the missionaries on the west coast of Africa, he was the first man to penetrate the interior in the work of the church.

In 1871, with a bodyguard of natives, gathered with great difficulty at a time when native wars and the oppressions of white nations made them suspicious, the third white man to venture along its course, Dr. Nassau ascended the Ogowe river in a canoe. He had learned to eat the native food in the three years he had been in Africa previous to his trip, and lived as best he could. He carried a Winchester rifle and killed birds and monkeys on which he and his native followers subsisted. He was hospitably received by the chiefs and at night usually slept in a hut of a native villager, secure from harm.

### NATIVES NOT DANGEROUS.

The only danger which threatened him, as he said last night in telling the story of that remarkable trip, was from the vast numbers of hippopotami which infested the river.

Before he explored the interior he had learned the language of the natives, though there are many dialects. "If a line be drawn along the 4° of latitude from the west to the east coast," said Dr. Nassau, "the southern part of the continent would comprise about one-third of the whole. In this one-third, the basic principle of the native language is the same. The vocabularies are variant in the different dialects, but the grammar is the same. I could travel the entire length of this imaginary line I have indicated and in three months time be able to talk to the natives on the east coast."

### WORK NEVER STOPS.

When asked what progress the native makes when left to himself after being Christianized, Dr. Nassau said that they did not dare to leave him to himself as yet. "The greatest temptations the native has," said he, "are from the liquor which is imported in great quantities by the white men, and the violation of the seventh commandment by the white traders, many of whom practice polygamy here. I can see great changes in the forty years I have been in the country. Many of the natives are learning trades, and next to the Gospel itself, I believe that they need most of all to have an industrial education. Preaching alone will not save them."

"Our missions are different in this respect from those in China and Japan, where the natives already have trades. Ours know nothing, and do not have to work. One can stop working and live, so productive is the soil of natural foods. The natives readily adopt the clothing of the white man, take no urging, though we find them practically naked."

### WHITES WILL RULE.

When asked in regard to the future of the country, Dr. Nassau stated it to be his belief that the white men would ultimately drive back the weaker race, though there are parts of the country where a white race cannot live. The coast has been the most unhealthy part, but as it becomes settled the climatic conditions are improved. Swamps are drained, the country opened up and we have found out that the mosquito carries the fever, a discovery which has resulted in a considerable lessening of disease.

There are three stations of the mission with which Dr. Nassau is connected, one at Libreville, in French dominion, one at Benito, controlled by the Spanish, and the one to the north, Zatzanga, in German territory. In speaking of the relative treatment of the natives by the whites, the assertion was made that England is the most humane and Germany the worst, with the exception of the subjects of the King of Belgium, whose conduct he characterized as "diabolical" and outrageous beyond description.

### SOIL IS NOT BLACK.

Contrary to the general belief, the soil of the greater part of Africa is not the deep black soil such as is found in the richest sections of the



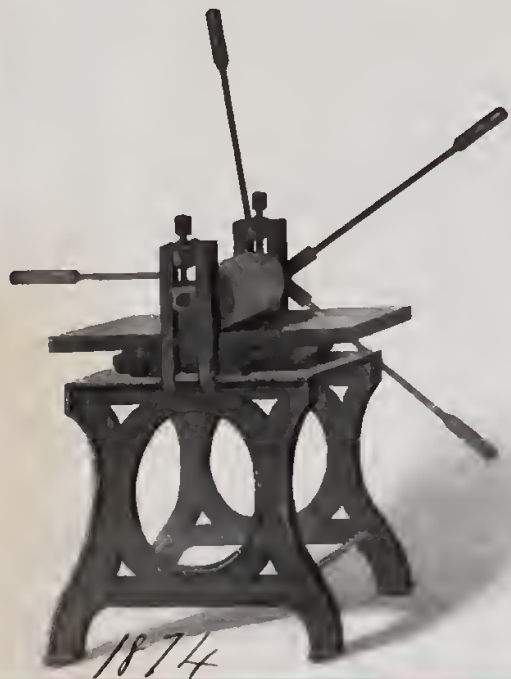
Philadelphia, March 18<sup>th</sup> 1874  
Rev. R. H. Nassau D<sup>r</sup> to John Sartain

10 Engraving on Steel a portrait of the late Mrs. Nassau \$75. =  
Cost of inscription beneath ditto including alterations 7. =  
\$82.00

Phila. March 30<sup>th</sup> 1874 Received Payment  
John Sartain

John Sartain:  
Receipt for Engrav-  
ing a Steel portrait  
of —

March 18, 1844,



Philadelphia March 27 1874

H Rev & Nassau

To **Henry Sartain,** D.

PLATE PRINTER

Nº 202 South Ninth St.

OFFICE ESTABLISHED 1833.

March 27 To printing & paper 100 prap Mrs Nassau

\$ 5 00

Rec<sup>d</sup>. Payment March 30<sup>th</sup> 1874

J<sup>r</sup> M Sartain for  
Henry Sartain

Henry Sartan's  
Receipt for  
Printing 100 pictures  
of Mrs. Nassau

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March 27, 1874



1714

1914

The Two Hundredth  
Anniversary

of the

Pastorate

of the

Rev. Malachi Jones

Horriton and Lower Providence  
Presbyterian Church

September Thirteenth to Fifteenth  
Nineteen Hundred Fourteen  
Eagleville, Penna.

## Ministers

Rev. Malachi Jones	-	-	-	1714
Rev. David Evans	-	-	-	1727
Rev. Richard Treat	-	-	-	1731
Rev. John Rowland	-	-	-	1741
Rev. John Campbell	-	-	-	1747
Rev. Benjamin Chestnut	-	-	-	1756
Rev. David McCalla	-	-	-	1774
Rev. William Tennent, D. D.	-	-	-	1781
Rev. Joseph Barr	-	-	-	1814
Rev. John Smith				
Rev. Joshua Moore				
Rev. Thomas Eustice				
Rev. Charles W. Nassau, D. D.	-	-	-	1825
Rev. William Woolcott				
Rev. Robert Landis	-	-	-	1835
Rev. Sylvanius Haight	-	-	-	1839
Rev. Henry S. Rodenbaugh	-	-	-	1845
Rev. Claude R. Brodhead	-	-	-	1890
Rev. Thomas R. Taggart	-	-	-	1902
Rev. Irvin F. Wagner	-	-	-	1908

## Sunday

September Thirteenth

Morning

Ten-thirty o'clock

Historical Address      Rev. Irvin Franklin Wagner

Biographical Sketch of the Rev. Henry S. Rodenbaugh  
Rev. S. O. Perry

Prelude. Romance in C	<i>Maxson</i>
Solo	Mr. Thompson Clower
Offertory. Berceuse	<i>Godard</i>
Anthem. "Gloria in Excelsis"	<i>Mozart</i>
Postlude. March from Athalia	<i>Mendelssohn</i>

Evening

Seven-forty-five o'clock

Rev. Byron K. Hunsberger

Presiding

Address      Rev. Robert Hamill Nassau, D. D.  
Missionary in Africa for 45 Years

Address      Rev. Alexander Henry, D. D.  
Secretary Presbyterian Board of Publication and  
Sabbath School Work

Prelude. "Cradle Song"	<i>Spinney</i>
Anthem. "My Soul Doth Magnify"	<i>Schuler</i>
Offertory. "Song to the Evening Star" (Tannhauser)	<i>Wagner</i>
Anthem. "Crown Him Lord of All"	<i>Rockwell</i>
Postlude. March	<i>Petrati</i>

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Anthem. "Crown Him Lord of All"      *Rockwell*

Postlude. March      *Petralli*

# Fellowship Night

Monday

Seven-forty-five o'clock

Rev. Robert Hamill Nassau, D. D.

Presiding

Greetings from three churches which have sprung from  
the Lower Providence church.

1819. Rev. Thomas R. Beeber, D. D.

First Presbyterian Church, Norristown

1843. Rev. John Scott, Ph. D.

Jeffersonville Presbyterian Church

1845. Rev. Herbert McDermott

Port Kennedy Presbyterian Church

Prelude. Prelud and Melody in F

*Read*

Solo. "O Divine Redeemer"

*Gounod*

Miss Edith Custer

Anthem. "Praise God the Father"

*Gounod*

Postlude. "Festal March"

*Kroeger*

Tuesday

Ten o'clock

Meeting of the Presbytery of Philadelphia North.

# Home Night

Tuesday Evening

Congregational Luncheon

Five to Seven o'clock

Rev. Irvin Franklin Wagner

Presiding

Seven-forty-five o'clock

Address

Rev. Thomas Reber Taggart

Minister 1902 to 1907

Address

Rev. John Van Ness

Pastor Presbyterian Church, Narberth, Penna.

Moderator of the Presbytery of Philadelphia North

Address

Rev. Richard Montgomery

Pastor Ashbourne Presbyterian Church.

Stated Clerk of the Presbytery of Philadelphia North.

Prelude. "Melody in F"

*Rubenstein*

Solo. "Fear Not Ye, O Israel"

*Buck*

Miss Bertha Titlow

Anthem. "Magnificat in F"

*Stulty*

Postlude.

*Ashford*



## Historic Montgomery County.

BY REV. ROBERT HAMILL NASSAU, D.D.

It needed only spring foliage and a summer sun to have made a perfect landscape and an ideal ride from Norristown to the historic church of Lower Providence, where I was to occupy the pulpit of the pastor, the Rev. Irvin F. Wagner, on March 21.

It would have been sufficient of attention had he left me to find my way on the convenient trolley line, that, following the Ridge Pike (the extension of Philadelphia's Ridge avenue), would have carried me to only a few hundred feet from the door of the manse, perched on the crest of Mt. Kirk, just across the road from the church around whose premises the trolley track curves, emerging again on the Ridge in the hamlet of Eaglesville, a short distance beyond. But my genial friend met me in his buggy at the Norristown P. R. R. station; and his horse, that, before his ownership of him, had made a record on racing-tracks, carried us rapidly across the Schuylkill, past the handsome buildings of the Central Presbyterian Church and of the Jeffersonville, the pulpit of Rev. W. Tatlock, and on to a welcome at the manse door that at once made me at home with its charming inmates.

I knew that in the old cemetery by the church lay five generations of my maternal Todd ancestors. My interest in the historic associations of the region, personal, ecclesiastical, Revolutionary, was ready to burst into flame at the applied match of Brother Wagner's own enthusiastic investigations. He had prepared a pleasant surprise for me in the evening by having members of his session call on me, one of them bringing a hand-bag containing precious parchments, deeds of the church property, bearing the names of men familiar in my family genealogy, particularly the clear round signature of my great-great-grandfather, Robert Todd.

The Sabbath came, beautiful in its brightness. This was a rural church. I did not expect a large audience. But the pews were almost all filled. That organization was one of three (Norristown, Providence and Norriton) of which my father had been pastor from 1825 to 1828, and stated supply during nine months in 1832 and 1833. The pulpit was not the actual one in which he had stood. This new building was the third; the original log house had disappeared, there being uncertainty as to its exact site, but it is known to have been somewhere on these graveyard premises.

control my voice, in the church of my father's youthful pastorate, with the graves of ancestors so near, and before a most complimentary, attentive audience who evidenced their interest by an impromptu reception around the pulpit steps at the close of the service. I had to respond to their courtesy by consenting to speak again in the evening.

It was wonderful, standing on Mt. Kirk, to look off on almost any point of the compass toward some object of historic interest. Off there would be Pottstown; there, Allentown; a few miles away, Colledgeville, with its Ursinus; there, the Trappe, with its ancient house of Rev. Dr. Muhlenberg. On another fine automobile road (the extension of Germantown's Germantown avenue) and somewhat parallel to the Ridge, a mile apart, was Fairview hamlet, with old mansions, several of which, and particularly one of them, honored as the temporary residence of Washington during the Valley Forge winter; and the old stone Norriton church, with the original walls, but a new roof. And, beyond, rose the Valley Forge encampment hill, with its sites of Forts Hamilton and Washington. Far away, at least eighteen miles in a straight line, so high was the elevated ground on which the Providence church stood, were visible the head and shoulders of William Penn on the Philadelphia City Hall. And, from one point of view in that, my native Montgomery County, were seen parts of six other Pennsylvania counties.

What lovely homes dotted all the landscape! How their window-lights, as earthly stars, lit up the night! No country church expects much of an audience at night. But the day had remained clear, the roads were good, the sky glittered with Orion and kindred constellations, and I was startled, on entering the church, to find the pews again filled. There were visitors there from Norristown, and even from Phoenixville; they allowed me to speak for a full hour; and they repeated the warm-worded and earnest-handed reception of the morning. Among others, a lady told of her mother's memory of my father's teaching her the Catechism at his knee. Walking in the cemetery, I was gratified to see the care of the graves. Weeds were none; grass was restrained; rust and mold were not allowed to gather on the marbles. Even the old ones were kept new and clean and white. I feel personally indebted to Brother Wagner for his interest in conserving the past. I am pleased to know that he plans the publication of histories that center around this mother church of Providence, of which my grandfather, Robert Hamill, was an elder before the Norristown church grew out of it. He is inaugurating an endowment movement in the interests of this very historic congregation. I think it is something owed to our Presbyterianism. The united Norriton and Lower Providence plays an important part in the founding of our great Church in this State (positively going back to at least 1678), and it has done much for religious life through these more than two centuries.

Dec 1911



THE ROAD TO LAUGHTERTOWN

Oh, show me the road to Laughtertown,  
For I have lost the way.  
I wandered out of the path one day.  
When my heart was broken, my hair turned  
gray.  
And I can't remember how to play;  
I've quite forgotten how to be gay.  
It's all through sighing and weeping, they  
say.  
For I have lost the way.  
Oh, show me the road to Laughtertown.

Would ye learn the road to Laughtertown,  
Oh, ye who have lost the way?  
Would ye have young heart, though your  
hair be gray?  
Go learn from a little child each day.  
Go serve his wants and play his play.  
And catch the lilt of his laughter gay  
And follow his dancing feet as they stray;  
For he knows the road to Laughtertown,  
Oh, ye who have lost the way.

—Katherine D. Blake.

SOME OF THE THINGS  
MISSIONARIES HAVE DONE

John Leighton Wilson and T. S. Savage first made known to the scientific world the existence of the gorilla, and Wilson introduced African rubber to the commercial world.

Rev. D. T. Stoddard received a letter of thanks from the great astronomer Herschel for important meteorological discoveries in Persia.

Dr. Nassans, of West Africa, introduced the Calabar bean, the kola nut, and the strophanthus, valuable remedies.

Titus Coan, "high priest of the volcano," made accurate observations of Kilauea, the famous Hawaiian volcano, during a long period of years.

Alexander Duff founded the University of Calcutta.

Dr. Clara Swain opened the first hospital for women in the Orient at Bareilly, India.

Isabella Thoburn opened the first college for women in India at Lucknow.

J. Haller discovered and named the famous fast-brown dye, khaki.

John Kenneth Mackenzie founded the first government medical school in China.

John G. Paton dug a well which proved a blessing and "broke the back of heathenism" on Aniwa in the New Hebrides.

Bartholomew Ziegenbalg set up the first printing-press in India.

Adolphus C. Good collected 547 species and 72 genera of moths and butterflies hitherto unknown, the largest addition made to the entomology of Africa by any one person.

Dr. Nevius imported many foreign species of fruit into China.

—The Front Rank.

PROHIBITION SAVES LIVES

Saving in human lives through the decreased death-rate prevailing under prohibition is estimated by the American Insurance Union of Columbus, O., as close to a million lives in the last five years.

The statement quotes the official publication of the union, which has 165,000 policyholders, as follows:

"The decrease in the death-rate which accompanied prohibition has greatly favorably affected insurance companies. It is reflected in gains from mortality, one of the principal sources of profit for insurance companies. In 183 ordinary insurance companies this gain in 1923, the last year which has been computed, amounted to \$156,696,949, while in twenty-seven industrial insurance companies it amounted to \$226,641,963. This represents the difference between the expected and actual amount of death claims payable."

—The Lockout.



1,000,000.00

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DOR. 1711

The following review by the Rev. A. B. Rhinow, Brooklyn, N. Y., of my book "My Ogowe," appeared in the Homiletic Review, dated April, 1920. R. H. NASSAU.

Arthur B. Rhinow, Brooklyn, N. Y.

A friend of mine, who had served his ministerial apprenticeship in Africa made me a present of a book entitled My Ogowe. The Ogowe is a river in Western Africa, north of the Kongo and south of the Niger. And the author is the Rev. Dr. Nassau, for seventeen years missionary on that stream. I was impressed with the "My" in the title. Every time my eyes chanced upon that book, I felt the touch of something beautifully tender.

But, what right had Dr. Nassau to call the stream "My Ogowe?" It did not belong to him. The territory, through which the river flowed, is a French colony, and and though the author bought several plots of ground for mission stations, they were not his personal property. He had purchased them for the Presbyterian Board of Foreign Missions in New York. Nor did he use the "My" because he was stationed there, for at the time when he prepared his diary for publication, he had left the Ogowe and Africa. A man may take you to his rooms and say, "This is my flat," meaning that for the present he is the tenant. But, that was not the thought Dr. Nassau had in mind, for he was no longer an occupant.

The uses of the possessive case of the pronoun in the first person have often been puzzling. When the husky basso proclaimed "I like my glass of beer," and the sentimental treble confides, "I must have my cup of coffee," it is hard to fathom the profundity of the "my." What does it mean? What really belongs to you? That for which you have paid? Paid for in dollars and cents, or their equivalent? No; that is not enough. The African native buys a wife for so much ivory, and she is not his wife. What you really want to own you must pay for in the coin of the realm of affection. That really belongs to you, to which

you have given your heart, and nothing else. What you have inherited is not yours until you have assimilated it through affection and work. In a Western town, an elder was asked to leave his church, after serious trouble in which he had opposed the minister. He left, and joined another church. But, he would often pass the old church on the way home from work, and confide to his companions, "They made me leave, but it is, nevertheless, my church." He had become identified with it, through years of affection and service. It is the giving of ourselves to an object that makes our own. "Give," and ye shall receive." And thus it was that Dr. Nassau called the African river "My Ogowe." He had given his heart to it. For seventeen years he had passed up and down that stream, his boat propelled by the oars of the natives. He loved it. Though the deadly fever lurked in the marshes, he was touched by its wild beauty. More than that, he was touched by the sadness of heathendom. The people's devotion to and fear of fetishes, often so ridiculous, and again so monstrous, opprest his sympathetic heart. And, their savagery! On one of his trips down the river, a man, running along the shore to keep up with the boat, held up the arm of a slain victim, and called, "Come, come, buy meat." More sadly still appeared to him the naive, and, therefore, so easily tempted heathenism, after contact with "civilization." When introduced to Chief Osiage, the latter was indifferent. He had heard of missionaries, but he was not interested in them. They were not like the other white men. They were poor; they did not drink rum; they offered no presents in exchange for a female companion; they did not buy ivory and rubber. Thus the Chief expressed himself; and the missionary felt the darkness; but, he stayed to let his light shine.

When, on his first journey, the chigoes, the little insects that plague the African traveler, buried themselves between his toes, as he slept on the counter of a friendly trading-house, he was about to give up, despite his noble consecration, and high resolve; but, with the



morn, he reconsecrated himself to the task of meeting the hunger of the Ogowe with the bread of life. Wearied to distraction by the duplicity of the African, he yet remained tactful and kind, never resorting to questionable expedients, though representatives of another denomination were far less scrupulous. And "traders," he writes, "did not have to be diplomatic; their rum-bottle was a power, before which all difficulties vanished."

Crocodiles, hippopotami, leopards, gorillas, savage and tricky natives, unsanitary conditions, confusing dialects, planting a station, and moving on to another, Belambla, Kangeve, Talaguga! Planting fruit-trees, and wondering, "Will I be here to eat the fruit?" He sowed more precious seed. Under the branches of the coco-nut palms that he himself planted, lie buried the earthly remains of his dear companion, Mrs. Foster Nassau, who lost her life in giving another life. Dr. Nassau wrote, "I said for her,

'And, when I come to stretch me for the last,  
In unattended agony, beneath the coco's shade,  
It will be sweet that I have toiled  
For other worlds than this.' "

Even so himself, scholar and poet, labored for other worlds than this; but he labored for other worlds on the banks of the Ogowe, which had become his because he had paid the price of a loving heart.

All that you really love belongs to you, and in the noblest sense of possession, nothing else.

Gifts  
on return to America  
June 1906.

cost.

#. ct

1<sup>st</sup>. 5. Carved Ivory Points

1. Charles Louie (J.A.N.)
2. Mrs Sterling
3. Mrs Libbey
4. Mrs Erdman
5. Mrs Hugh Hamill

5

40.00

2<sup>d</sup>. 7. Guinea-gold Zodiac Rings

1. Mrs. Lusk
2. Mr. Miller (paid)
3. Miss Hummeri
4. Mrs Fox
5. Mrs G. F. Nassau
6. R. H. N. (~~Miss Latta~~)
7. Wedding-gift to Miss Latta

7.

42.00

3<sup>d</sup>. 3. Leopard-claw Brooches

1. Miss Hummeri
2. daughter Brunetto
3. Mrs G. F. Nassau

3

21.00

4<sup>th</sup>. 5. Kamerun Stools

1. Mrs Libbey
2. Belle Gosman (paid)
3. Mrs Hugh Hamill
4. Katherine
5. Dorothy

5

9.00

\$112.00



		\$	cts
9:	<u>Canary-island field-scale flowers</u>		
	1. Mrs Miller	Brought forward	132.50
	2. Helen Holman		
	3. Miss Gummere	5.	1.50
	4. Mary Foster		
	5. Mrs Robinson		
10:	<u>For son Charles</u>		
	1. 2 ivory Trunks, \$116.		125.00
	2. various Curios, 9.		
11:	<u>For Princeton University</u>		
	A Collection of Baskets, Aprons, etc.		
12:	<u>For Prof. Library</u>		
	Postage, stamps (paid)		13.50
13:	<u>Postal-cards</u>		
	Katharine and Dorothy		.50
		Total	\$273.00



"Out of My Life and Thought"

by Albert Schweitzer

p. 137 -

When I was certain that I could collect funds enough for the establishment of a small hospital, I made a definite offer to the Paris Missionary Society to come at my own expense to serve its mission field on the River Ogowe from the centrally situated station at Lambarene.

The Mission Station at Lambarene was established in 1876 by the American missionary and medical man, Dr. Nassau, the commencement of missionary work in the Ogowe district having been taken in hand by the American missionaries who came into the country in 1874. Somewhat later the Gaboon became a French possession, and from 1892 onwards the Paris Missionary Society replaced the American, since the Americans were not in a position to comply with the requirements of the French Government that all instruction should be given in French.

p. - 164 "Great was the joy of Dr. Nassau, the aged founder of the mission-station in Lambarene, when I sent to him in America the news that it was once more supplied with a doctor."

(over)



In Friedrich Heiler's "Prayer" (Das Gebet) in the chapter on "Primitive Prayer", Dr. Nassau is quoted regarding the prayer practices of primitive Africans.

DEPARTMENT OF EDUCATION  
THE CITY OF NEW YORK  
OFFICE OF  
THE CITY SUPERINTENDENT OF SCHOOLS  
500 Park Avenue

Meeting of Teachers of Physical Training - High Schools.

For Teachers of Girls- - -Wadleigh High School, Nov. 15th 1912.  
Girls High School, Nov. 20th 1912.

The Director presiding.

ABSENT: Misses Barnet, Ward.

MATTERS OF IMPORTANCE

NOTE: ALL TEACHERS SHOULD CONSTANTLY REREAD, CAREFULLY  
STUDY AND APPLY PREVIOUS INSTRUCTIONS - - - -

1. A conference was held on the instructions received in the Spring 1912.  
Emphasis was placed upon the following items:-  
February, Items Nos. 6, 7, 11, 12, The structure of the command.  
March, Commands and Corrective work entire.  
April, The concluding statement on introductory exercises and the concluding statement on educational " " .  
May, Item 4, Hygienic work.
2. The Director stated that the teachers were to be congratulated upon the excellent progress made in improving posture. The greatest defect in the work was stated to be the lack of trunk exercises. This the teachers should correct forthwith.
3. The Director requested Miss Beiderhase, Assistant Director, to present the following:-
  1. The importance of holding departmental conferences at least once a month.
  2. The benefit to be obtained by visiting other teachers in the same school and making careful note of matter, method, purpose and results.
  3. The importance of uniformity in gymnasium costume.
  4. The importance of observing the regulations of the Board of Education affecting exhibitions, the use of costumes, etc., passed April 13th 1910, and printed in Girls' Athletic League Handbook 1912, page 84.
  5. The importance of personal neatness, order and neatness of locker room, gymnasium.

C. Ward Crampton,  
Director of Physical Training.

DEPARTMENT OF EDUCATION  
THE CITY OF NEW YORK  
OFFICE OF  
THE CITY SUPERINTENDENT OF SCHOOLS  
500 Park Avenue

Meeting of Teachers of Physical Training - High Schools.

For Teachers of Boys - DeWitt Clinton High School, - Nov. 22<sup>d</sup>, 1912.

ABSENT:- Messrs. Carey, Foster, Hooks, Mannheimer, Rotherham.

The Director presiding.

MATTERS OF IMPORTANCE.

NOTE: ALL TEACHERS SHOULD CONSTANTLY REREAD, CAREFULLY  
STUDY AND APPLY PREVIOUS INSTRUCTIONS - - - -

I. A conference was held on instruction received in Spring 1912.

Emphasis was placed on the following items:-

February, Items 6, 12

March, Commands, Corrective Work

April, 1, 4, 5, 6, 7, particularly 1, 4, 7, now  
neglected by many.

May, Closing statement, introductory exercises.  
" " " educational " "

Practice on giving commands with criticism.

The teachers present were instructed to begin vigorous practice in the standing broad jump for pupils in the first term; to make initial record of every boy before beginning practice; to preserve these records and return to the Director the resulting averages, January 20th 1913.

C. Ward Crampton  
Director of Physical Training.

Department of Education  
The City of New York  
Office of  
The City Superintendent of Schools  
500 Park Avenue

Meeting of Teachers of Physical Training-High Schools

February 19th 1912--DeWitt Clinton High School

The Director presiding  
Sixty-four teachers present

MATTERS OF IMPORTANCE  
=====

1. Physical training is a comparatively new subject in the school curriculum; as such, it is more susceptible to change, progress and development than is any other subject. Our progress must be first intensive, embodying a critical review of subject matter and methods, and a regulation of practice in accordance with the fundamental principles.
2. The emphasis of organization, choice of matter and practice, must be placed directly upon the getting of results. The subject must be relieved of its attachment to basis of systematic elaboration of exercises for the purpose of the doing of exercises, and from the exclusive requirements of the structural necessities of the body, and principle and practice must be placed squarely upon the functional basis, i.e., the getting of results.
3. The following results are to be obtained:
  - (1) By Introductory Exercises: Mental and somatic preparation for the period.
  - (2) By Corrective Exercises: Good posture
  - (3) By Educational Exercises: Accuracy, alertness and coordination
  - (4) By Hygienic Exercises: Vaso pulmonary stimulation, muscular exercise and abdominal massage
  - (5) By Recreative Exercises: The enjoyment, with social and physical results, of normal recreative exercise.
4. Preliminary. Medical Excuses.
  - (1) No student may be excused from physical training, save by the Director of Physical Training, (present regulations) with the following exceptions: Emergency - Pending the receipt of official excuse - Occasional excuses.
  - (2) The student applying for continued excuse should be furnished with (a) letter to physician; (b) letter to be filled in by physician and sent to the Director.



5. Programs:

The teachers were asked to send in their programs, giving the grade and number of pupils, to the Director, upon the regulation 3 x 5 card.

In case the pupils in a gymnastic period are not all of one grade, the teachers should present a statement of the number of pupils in each grade represented in the period.

6. In subjects other than physical training it has been the custom to prepare the matter to be taught in the lesson before the lesson is begun. This is done successfully by most of our teachers of physical training, and should be done by all. These outlines should be made the night before the lesson at the very latest, and should be preserved for future reference. It will be found most convenient to place this matter upon 5 x 8 cards, which can be easily handled.

7. The Physical Training Period:

Our aim should be to place the class upon the floor ready for active work at the earliest practicable moment. Teachers should establish standards based upon the time necessary for pupils to leave the previous recitation room, arrive at the gymnasium prepare for exercise and take places upon the floor. Seven minutes is probably the longest time which is necessary under present conditions. More than five minutes is usually too long.

This requires careful locker room management, the cooperation of the students and business-like methods. When the allotted time has elapsed, the class should be called to attention and the work begun. Those who are late should be punished; those who are on time may be rewarded. This feature of the physical training work is an excellent test of the teacher's methods of administration.

8. Method of keeping the Roll:

The following teachers were selected to report the best methods of verifying the attendance and the preparation of the pupils:

Lessrs. Sperling, Haug, Ellert and Dr. Foster  
Misses Jacob, Hervey, Freeston and Mrs. Edgell

9. Placing the Class on the Floor in Extended Order:

This may be done by any method that is, 1st-quick; 2d-under control of the teacher; 3d-useful as an introductory movement.

10. The control of the class must be established before the roll call. It should be maintained during roll call and held during the balance of the period. Control and perfect discipline should be automatic. The teacher's method and the class's response should be so automatic, that neither the teacher nor class need suffer distraction from the loss of it, or the endeavor to obtain or re-establish it.

11. No work should be done until the class is under control. The teacher is often more advantageously placed when behind the class. If the pupils are separated from each other there is less opportunity for disorder. A platform should be used only occasionally, and then for the purpose of demonstration only; for presentation but not for practice.

12. Commands:

Commands are of two kinds: "Response" and "Rhythm".

Response commands may be of two kinds: "Cues" and "Numbers"

The use of numbers may be "re-duplicated"- 1-2 1-2 or

"serial" - 1-2-3-4 etc., to 16 or 32

The response command consists of three parts

1. The Preparatory Command

2. The Pause

3. The Executive Command

The most important of these three is the PAUSE.

1. Preparatory Command:

It should contain all the information that is necessary for the class to obtain. Nothing should be left to the executive command, save the signal to move. There should be nothing in the preparatory command which can possibly be construed as a signal to move. The most common mistake is to place the imperative form of the verb in the preparatory command. The present participle should be used and placed at the beginning of the command, i.e., "stretching arms forward-one?" not "arms upward stretch-one!"

2. The Pause:

The pause should be sufficient to allow the mental assimilation of the subject matter of the preparatory command, and a physical adjustment in preparation for the movement. The pause may be the same in each succeeding command. In this case it relieves mental work, which in some cases is good, but it destroys the training in inhibition which otherwise might follow, which is bad; hence, for most purposes, the pause should vary in length and the pupil should not know how long it is to be.

3. Executive Command:

The executive command may be either a verb, an adverb, (in which case it is called a "cue") or a numeral. Cues are descriptive and provide an opportunity to use the voice to illustrate the manner in which the movement is to be done.



Department of Education  
The City of New York  
Office of  
The City Superintendent of Schools  
500 Park Avenue

Meeting of Teachers of Physical Training-High Schools

March 18th 1912---DeWitt Clinton High School

The Director presiding  
Seventy-six teachers present

MATTERS OF IMPORTANCE

=====

Preliminary:

1. The names of teachers who had not sent in programs were called off.
2. The necessity of writing out each physical training lesson in advance was again emphasized.
3. Teachers were asked to place the name of the school on the medical excuse blank which physicians send to the Director, for the physician often neglects to do it.

Commands:

The function of the command is to get the exercise done accurately as to time and space, so that the desired result may be obtained. It should always be remembered that the exercise is only the means of getting the result we desire, it is not an end in itself.

Each part of the response command has its special function. The preparatory command must set in motion mental processes which will result in a clear mental image of the exercise to be done. It is important that there should be nothing about this mental image that is indistinct, hesitating or undecided. The teacher must, in every case, make perfectly clear what is to be done. For this purpose it is desirable, in presenting new work, to expand the preparatory command into a complete description and presentation by the teacher appealing to both eye and ear. This should always be the method except for infrequent practice in forming psycho-motor images from description alone. By the proper observance of these rules, the pupils form the habit of making clear concepts, which is the necessary foundation for the habit of definite, decisive action which we wish to cultivate.

The PAUSE has three functions:

1. (a) To give time for the mind to sense the preparatory command and to assimilate it, i.e., to apperceive.
- (b) To give time to adjust the psycho-motor and neuro-muscular mechanisms to do the movement. For this reason ample pause must be made. No movement for which faulty adjustment has been made can be accurate or vigorous.

2. To set a rhythm for the performance of the exercise. While this is useful at times in dealing with a slow class, it is the poor teacher's commonest fault, for the class will be likely to move at the time the executive command is expected, whether it is given or not.
3. To train in inhibition: It is important that pupils should be trained to hold themselves completely prepared in every way to do the exercise, but waiting for the signal to be given. For this purpose the length of the pause should be varied. Training the children in restraint is an important function of physical training. It is the quality which differentiates higher animals from lower, adults from children, the civilized from the savage, the cultured from the common. It should be consistently developed in physical training work. The pupils should be told of this training and should become interested in it.

#### Corrective Work:

The posture of the students in the high schools is far from satisfactory. Immediate, vigorous and continued efforts should be made to remedy the situation. This involves improvement in choice of matter, method of presentation and practice.

By corrective work is meant that which is designed to correct bad posture or to insure the good posture of the upper trunk and head. It is best to assign this restricted meaning to this term.

Good posture is good adjustment (1) of the various body parts to each other; (2) of the body to the environment, task or work. In general, good posture is characterized by an elevation of the parts concerned; bad posture - a depression.

Bad posture is an evidence of a lowered vitality as well as one of its causes.

Corrective work makes proper use of corrective exercises, which should be chosen as follows:

1. The exercises must be simple and easy to do. The whole attention of teacher and pupil must be centered upon the result (i.e., good posture). There must be no distraction from this result on the part of the teacher in preparing the exercise, in making it serve its single and proper purpose, nor on the part of the pupil in understanding or doing it.
2. It must not be contra-corrective. "Neck firm", "arms back and down" are open to serious objection and are not to be used unless other exercises will not serve.
3. The exercise must be effective in actually correcting the fault, and in addition, over correcting it.
4. THERE IS NO PROGRESSION IN CORRECTIVE EXERCISES.



Department of Education  
The City of New York  
Office of  
The City Superintendent of Schools  
500 Park Avenue

Meeting of Teachers of Physical Training--High Schools

April 15th 1912 ---- DeWitt Clinton High School

The Director presiding  
Fifty-five teachers present

MATTERS OF IMPORTANCE  
=====

1. Lesson Plans:

Lesson plans will be called for from time to time. These should be written out fully. A series of corrective, hygienic and heavy apparatus exercises may be prepared and referred to in the plan by name, altho full and clear descriptions must be always at hand.

2. Content of Lesson:

No exercises should be used save for a definite result, and none but the best should be used for any purpose.

3. Corrective Exercises: (See Items 1-4 in previous notes)

5. Purpose of Exercises:

1. To induce a proper structural habit (corrective exercise)

2. To induce good muscular tone, a proper physiological habit (corrective, hygienic exercises and good hygiene)

3. To get pupils interested in good posture. This is done by arousing their enthusiastic cooperation.

If good posture is obtained only during corrective work, or only during the physical training period, the work of the physical training teacher is, in this respect, a failure. The aim should be to get good posture for all the pupils, all the time, and the teacher's work and influence should be directed to this end. For this purpose, the principal should be consulted, and in so far as expedient, the whole influence of the school should be brought to bear. It should be made a matter of school pride.

6. The teacher must always be in excellent posture -- an ever present example to pupils.

4. Kinds of Corrective Exercises:

- (a) Static Contraction: Exercises which consist of taking a corrective position and holding it. Use response commands. Urge for good posture and correct individuals during the holding of the position. Urge for complete contractions, pressed hard. Do not hold position too long, for static contraction renders muscles anaemic. The teacher should move rapidly about among the the class correcting individuals. Pupils must know the purpose of the exercise.  
Typical Positions: ARMS BENT AT SHOULDER LEVEL, (palms up or forward); AT SIDE HORIZONTAL, (palms up); AT SIDE, (palms up); HANDS OVER SHOULDERS, (palms up.)
- (b) Rhythmic exercises with impetus, emphasizing complete contractions. These must be limited to terminal 1/5 of full are of movement without a full relaxation. Accented rhythm or serial counting are the most appropriate forms of command. Urge for good posture with cues and voice while exercise is going on, emphasizing the effective contraction. Pupils must know the purpose of the exercise.
- (c) Slow movements which induce an emphasis on correct posture by psychomotor association. Use serial counting in 4 to 12 counts. In these exercises association must be stimulated by stating what is to be thought about, i.e., in raising arms to shoulder level, bent forward, "Feel the air pressing the hands up". Arms raising sideward, "Lift the hands upward", etc. These exercises always result in raising the chest and taking a full breath. Attention should not be called to the breathing, nor to the process of thinking, it should be centered upon the association key.

5. The cues used should emphasize lifting depressed parts upward rather than moving displaced parts forward, <sup>or back.</sup> Chest up! and head up! and better than chest forward! head back! Never say SHOULDERS BACK!

6. Thruout the Gymnastic Period:

1. No corrector exercise should be chosen for any purpose unless no other exercise will serve.
2. All else being equal, the exercises which have a positive corrective value should be preferred for any purpose.
3. Good posture should be insisted upon at all times, tho this must be secondary to the main purpose of the matter in hand.
4. Alertness is to be obtained from introductory, educational and recreative exercises. "Good posture is the physical complement of mental alertness." (DiAldinger) This correlation should be realized by teacher and pupil, and the reciprocal effects enhance the value of work for each result.
5. Accuracy is to be obtained especially in introductory and educational work. For these purposes should be chosen exercises, the correct performance of which will result in good posture.

7. Devices:

- (a) Pupils should be marked on posture and stimulated to improve.
- (b) There should be periodical examinations rapidly executed by which, in two or three minutes, the class will be resolved into two or more sections according to posture.
- (c) The pupils themselves may conduct these examinations and assign ratings.
- (d) Students with poor posture may take specified places in the class.
- (e) "The Slouch Class": Pupils with poor posture may be required to do corrective exercises according to a prearranged and well learned schedule, while the balance of the class is doing free or recreative work.
- (f) Pupils not maintaining good posture in class may report after school for individual work. This work must have a real value, and should not be confused with punishment.
- (g) In two schools, pupils reported by monitors or teachers for not holding good posture during other school work, are required to report for special instruction. This is highly recommended, but should not be introduced before the school sentiment in favor of good posture is thoroly aroused.
- (h) Assignment of home work.



Department of Education  
The City of New York  
Office of  
The City Superintendent of Schools  
500 Park Avenue.

Meeting of Teachers of Physical Training - - High Schools.

May. 28th - - 1912.

DeWitt Clinton High School.

The Director presiding.  
Sixty present.

MATTERS OF IMPORTANCE.

Exercises should be introduced in order given in the  
February minutes:      Introductory  
                                 Corrective  
                                 Educational  
                                 Hygienic  
                                 Recreative

INTRODUCTORY EXERCISES:

Physical Training Period.

Introductory Part of Lesson.

I. Administrative phase: Primary object to distribute  
class on the floor ready for work, with attendance  
and preparation of pupils recorded, with no loss  
of time; to make exact records; to provide room  
enough for work and passage of teacher.

Second object to make this  
time and effort result also in mental and somatic  
"warming up" and good posture.

Content simple and well known.

Method military and exact. Response commands.

2. Mental phase:

Purposes

A. To render individuals alert and their movements  
accurate.

Content: Mainly movements used for administrative  
purposes, i.e., military. Use exercises simple  
and well known. Avoid such insignificant movement,  
as feet open: feet close:

B. To develop a class consciousness, a feeling of  
solidarity and fellowship and establish a basis of  
good feeling, good order and co-operation.

The teacher should call the attention of the  
pupils to absolute unanimity of movement and  
interest them in obtaining the same. The teacher  
should assume her place as one speaking for the  
class instead of to it, using the word "we"  
instead of "I"; - "We will do this exercise" - -  
"We did that well" - "How we have the idea", etc.

Content: Simple and well learned exercises, - Facing  
is typical. Military exercises involving 2 or  
more movements, (face and step) are not simple  
enough for this purpose. The purpose of using



simple and well known movements is to insure the getting of absolute accuracy, a sense of rhythm and invariable class success. This is destroyed by faulty performance and this section of the lesson is not for teaching, but for the practice of exercises which we can reasonably expect to be perfectly executed.

Method

Response Commands largely rhythmic, i.e., the pause in the command indicating the rhythm of the movement. (This is the only legitimate use for the rhythmic response command).

Somatic phase:

Purpose: A mild stimulation of neuro-muscular, vaso-motor and pulmonary systems.

Content

Running and the like. Simple, previously well learned as to starting and halting. Countermarch run is the type. (Halt to 4 counts).

Method

Definite instructions as to what is to be done. Rhythmic performance and exact termination.

Introductory exercises should not consume more than 2 minutes.

EDUCATIONAL EXERCISES:

General purposes:

The learning of exercises:

- A. For use in ordinary daily life. Teach how to walk, climb stairs, sit down, stand up.
- B. For use in emergency. Jumping (on and off cars), running. It is useful to train pupils to respond to an unexpected command, i.e., Ready to Jump front: (back: right: or left:) (The only exception to the rule that the preparatory command should contain complete information.)
- C. For use in a vocation. Tennis, baseball, golf, athletics, running, etc., and other exercises which will be useful; a taste and ability to indulge in healthful recreation.
- D. For artistic use. Dancing and heavy apparatus work of the exhibition type.

Teaching vs. practice:

Teach for accuracy and get the exercise well learned so that practically all are perfect. Show, stimulate and correct. Practice for superior form and its following elements.

Neuro-muscular Ability:

- (1) Accuracy (Time and place). The prime essential in educational work; depending upon attention.
- (2) Alertness: Depending upon clearness of concept and pause in command.
- (3) Speed Depending upon knowledge of exercise, commands, effort and control.
- (4) Grace and economy Depending upon co-ordination and isolation resulting from accuracy.

Reflex Mental Results:

Inhibition, i.e., the ability of the mind to withhold from action till the proper time. Train by long pause in command. Accuracy, speed and alertness in movement result in development of the same mental qualities, - concentration, directness and clearness of thought, a most important result of physical education. Failure to get accuracy, etc., is not only lost time, but results in training in bad habits of inaccuracy, etc.

Aesthetic mental training: Every body position induces a corresponding mental state, and is just as important to mental development as is food to the body. Use extension positions rather than flexed, graceful rather than the reverse.

Most important point: Get accuracy.

HYGIENIC WORK:

- Purpose: The organic effects of exercise, i.e., vaso-pulmonary stimulation, organic massage and jar, exercises of muscles and general developmental stimulus.
- Content
- (1) Large movements, of large muscles and large range.
  - (2) Movements not positions, rhythmic not static contraction.
  - (3) Movements simple and well known, natural and mimetic co-ordinations best.
  - (4) Trunk work emphasized. The greatest need of girls is for strong trunk muscles, and it is the most common fault of teachers that they fail to get this result.
  - (5) Aim for amplitude rather than accuracy.

Method: Rhythmic serial commands, with cues urging for vigorous work. Many repetitions.

SPECIAL EMPHASIS: In all exercises have in mind the result to be obtained and work directly for it, enlisting the intelligent enthusiastic co-operation of the pupil.

You are cordially invited to attend

the

Graduating Exercises

of

The Wadleigh High School

One Hundred and Fourteenth Street, West of Seventh Avenue

Borough of Manhattan

Wednesday Evening, January twenty-ninth

Nineteen Hundred and Thirteen

at Eight O'Clock

VII

1 <sup>st</sup>	Op	20
	15	
3 <sup>rd</sup>	11	32
4 <sup>th</sup>	12	20
5 <sup>th</sup>	2	23

I { Bal out r -  
 " " bkl l.  
 walk 3 steps + turn 1/2 way.  
 Rep. l - r - l -

II - Skew Basque 3x + turn -  
 Rep - l -  
 " r -  
 " l -

III Basque for 3x + turn -

I - jump up in front r -  
 " " " " " " l -

{ walk 3 steps - (facing rear)  
 " " " " " " (facing front)  
 slide, slide - change places  
 " " " " " "

Rep -

Staccato - { polka out r  
 " " in " "  
 " " out " "  
 3 Skampas  
 pol - out  
 " in  
 " out -  
 3 claps -



Wands -

VIII

winding -

"

VII

{ wand with r  
1 new clay l.  
2 Tr bend of l -  
3 up .  
4 pos -

# J A P O N I C A.

COSTUME:-- Kimona with fan.

Enter upon the 5th measure of introduction. Go to front centre, pirouette and attitude.

## FIRST STEP.

Point right foot in 2nd position, holding open fan over foot, bending well to the right, looking at fan. Place right foot behind on toe, fan behind the head, looking to the left, 1 meas. Pirouette to right, 1 meas. Repeat, 6 meas, in all. Run forward 12 short steps. Step to the left and pirouette and make very low courtesy, bringing the hands together and out and the fan in front of face. The pirouette and low courtesy to be done on the 5th meas. Repeat the pointing to the side and behind and pirouette for 4 meas., then slide right foot diagonally forward to the right and hop. Repeat twice more and carry the left foot to 4th position raised, the arm movements being the arms in intermediate amp., the right being extended in the direction in which the movement is made, then bring the hands together and extend again, and so on for the 3 steps which are the same, arms in intermediate when foot is extended to the front. Two pirouettes diagonally backward to the left and finish with flying turn and attitude on the last measure.

## SECOND STEP.

Step right foot across in front of left (1), high beating with left to the side (2), step left across behind (3), step right to side (4). Jete and 3 glisses to right (1-2-3-4). Forward diagonally to right and hop, back and hop. Flying turn to the right, 3 steps (1-2-3). Repeat all, beginning with the left foot across, and finish in attitude after the 3 step turn. Arm movements as suggested by the step.

## THIRD STEP.

Beginning with the right foot, run around in a circle to the right on toes, 2 meas. Six running steps forward, pas de sixsons. Flying turn to the right, 3 steps. Repeat all, around to the left, and finish in attitude on 4th note in last measure in strain.

## FOURTH STEP.

Grand glisse beginning with the right foot 4 meas. Step left foot forward and extend right to 4th position raised and hop. Leap around in front of left with right and hop on right, extending left in 4th position raised, making a complete turn. This repeated, 2 meas. in all. Run backward 12 short steps 1 meas., 2 pirouettes to the left, step to the side and attitude on the hold in last measure. 2 measures in all.

## FIFTH STEP.

Pas de Basque, forward 3 times and pirouette. Repeat, 6 meas. in all. 2 pirouettes to left. Step to side and move head to right and left on last 2 notes in the meas. Arm movements as suggested by the steps.

SIXTH STEP.

Saltz-galop, turning to the right and moving around in circle to the left, with alternate inward circles with the arms. This continued for 3 meas. to complete the circle. Run forward 8 Steps. Flying turn to the left and kneel with the left knee with arms outstretched. (Picture.)

SEVENTH STEP.

Place the left toe well across behind and rise, turning to the left, 1 meas. Flying turn to the left with 3 steps, 1 meas. Cross the right toe behind, make back turn to the right, 1 meas. Flying turn to the right, 1 meas., 3 steps, 1 meas. Place left toe behind, back turn to the left, 1 meas. Flying turn to the left, 1 meas. Run backward with 12 short running steps. Bring the left toe here and close fan on the 1st note of the 3th measure. Strike the fan in left hand on the 2nd note and move head to right on the 3rd note of the 3th measure.

-----

NOTE: Owing to its being very difficult to describe the movements of the arms, the above description is better suited for one who has received instruction in this dance, when it would be clearly understood. The arm movements accompanying the steps when no costume and no fan is used would be somewhat different than when the costume and fan are made use of. In such case we can simply say that such movements of the arms should be made as the steps suggest.

## STUDY OF THE SYNOPTIC GOSPELS

### (A) Omissions from Mark

(N.B. -- These lists do not include odd verses which add nothing material to the sense.)

(a) The passages of Mark which are absent from both Matthew and Luke are: i. 1; ii. 27; iii. 20-21; iv. 26-29; vii. 3-4; vii. 32-37; viii. 22-26; ix. 29; ix. 48-49; xiii. 33-37; xiv. 51-52; total, 31 verses.

(b) The passages of Mark which are absent from Matthew but present in Luke are: i. 23-28; i. 35-38; iv. 21-24; vi. 30; ix. 38-41; xii. 40-44; total, 24 verses.

(c) The passages of Mark which, though present in Matthew, have no equivalent in Luke are: i. 5-6; iv. 33-34; vi. 17-29; ix. 10-13; ix. 28; ix. 43-47; x. 1-10; x. 35-41; xi. 12-14, 20-22; xi. 24; xiii. 10, 18, 27, 32; xiv. 26-28; xv. 3-5; total, 61 verses. To which must be added the long continuous passage of 74 verses, vi. 45-viii. 26, commonly spoken of as Luke's "great omission." As, however, the two miracles of gradual healing (vii. 32-37 and viii. 22-26) which Matthew also omits occur in this section of Mark, we must beware of counting these 11 verses twice over in estimating the total omissions by Luke from Mark. Thus the total of Luke's complete omissions will then amount to 155 verses.

(d) The passages of Mark -- excluding the Passion story (i.e., Mk. xiv. 17 ff. = Lk. xxii. 14 ff.) -- which do not appear in Luke in the same context as in Mark, but for which there is substituted a different version in another context, are: Mk. i. 16-20, cf. Lk. v. 1-11; iii. 22-27, cf. Lk. xi. 14-23; iii. 28-30, cf. Lk. xii. 10; iv. 30-32, cf. Lk. xiii. 18-19; vi. 1-6, cf. Lk. iv. 16-30; viii. 15, cf. Lk. xii. 1; ix. 42, cf. Lk. xvii. 2; ix. 50, cf. Lk. xiv. 34; x. 11-12, cf. Lk. xvii. 18; x. 31, cf. Lk. xiii. 30; x. 42-45, cf. Lk. xxii. 25-27; xi. 23, cf. Lk. xvii. 6; xi. 25, cf. Lk. xi. 4; xii. 28-34, cf. Lk. x. 25-28; xiii. 15-16, cf. Lk. xvii. 31; xiii. 21-23, cf. Lk. xvii. 23; xiv. 3-9, cf. Lk. vii. 36-50; ~~xv.~~ xv. 16-20, cf. Lk. xxiii. 11; total 58 verses. The Passion story in Mk. xiv. 17-xvi. 8 contains 100 verses; at least 20 (perhaps over 30) of these appear in Luke, cf. p. 222. In the main, Luke follows a non-Markan source, but in many passages it is not possible to differentiate the two.



(B) The non-Marcian Parallels in Matthew and Luke

N.B.---Where Mark and Q overlap the reference to Mark is given within round brackets. Where the version in Matthew is probably in the main not derived from Q the reference is within square brackets.

Luke	Matthew	Luke	Matthew
iii. 7-9, 16-17	=iii. 7-10, 11-12 (cf. Mk. i. 7-8).	xii. 10	'=xii. 32 (nearer than Mk. iii. 28-29).
iv. 1-13	=iv. 1-11 (cf. Mk. i. 12-13).	xii. 22-32	=vi. 25-33.
vi. 20-23	=v. [3-4, 6], 11-12.	xii. 33-34	=vi. 19-21.
vi. 27-33, 35-36	=v. [4, 39-40, 42; vii. 12; v. 46-47, 45, 48].	xii, 39-46	=xxiv. 43-51.
vi. 37-38, 39-40, 41-42	=vii. 1-2, [xv. 14; x. 24-25]; vii. 3-5.	xii, 51-53	=x. 34-36.
vi. 43-45	=vii. 16-18, 20; xii. 33-35.	xii. 54-56	=xvi. 2-3 (om. B. C. 13 &c. Orig.).
vi. 46	=vii. 21].	xii. 58-59	= [v. 25-26].
vi. 47-49	=vii. 24-27.	xiii. 18-19	=xiii. 31-32 (cf. Mk. iv. 30-32).
vii. 1-10	=viii. 5-10, 13.	xiii. 20-21	=xiii. 33.
vii. 18-20, 22-28 31-35	=xi. 2-11, 16-19.	xiii. 23-24	=vii. 13-14].
ix. 57-60	=viii. 19-22	xiii. 26-27	=vii. 22-23
x. 2	=ix. 37-38.	xiii. 28-29	=viii. 11-12
x. 3-12	=x. 16, 9, 10a, 11-13 10b, 7-8, 14-15 cf. Mk. vi. 6-11).	xiii. 34-35	=xxiii. 37-39.
x. 13-15	=xi. 21-24.	xiv. 11 = Lk. xviii. 14b	=xxiii. 12.
x. 21-22	=xi. 25-27.	xiv. 26-27	=x. 37-38 (cf. Mk. viii. 34).
x. 23-24	=xiii. 16-17	xiv. 34-35	=v. 13 (cf. Mk. ix. 50).
xi. 2-4	=vi. 9-13].	xv. 4-7	= [xviii. 12-14].
xi. 9-13	=vii. 7-11	xvi. 13	=vi. 24.
xi. 14-23	=xii. 22-27 (cf. Mk. iii. 22-27).	xvi. 16	=xi. 12-13.
xi. 24-26	=xii. 43-45.	xvi. 17	=v. 18.
xi. 29-32	=xii. 38-42 (cf. Mk. viii. 12).	xvi. 18	=v. 32 (cf. Mk. x. 11-12).
xi. 33	=v. 15 (cf. Mk. iv. 21).	xvii. 1-2	=xviii. 6-7 (cf. Mk. ix. 42).
xi. 34-35	=vi. 22-23	xvii. 3-4	= [xviii. 15, 21-22].
xi. 39-44, 46-48	=xxiii. [25-26], 23, 6-7a, [27], 4, 29-31 (cf. Mk. xii. 38-40).	xvii. 6	=xvii. 20 (cf. Mk. xi. 22-23).
xi. 49-52	=xxiii. 34-36, 13.	xvii. 23-24	=xxiv. 26-27 (cf. Mk. xiii. 21).
xii. 2-9	=x. 26-33 (cf. Mk. iv. 22, hidden, and Mk. viii. 38, ashamed).	xvii. 26-27	=xxiv. 37-39.
		xvii. 34-35	=xxiv. 40-41.
		xvii. 37	=xxiv. 28.
		xxii 30b	= [xix. 28b].
		To this list may be added the parables:	
		xix. 11-27 (Pounds)	= [xxv. 14-30] (cf. Mk. xiii. 34) (Talents).
		And the still more diverse	
		xiv. 15-24 (Great Supper)	= [xxii. 1-10] (Marriage Feast).

(C) Passages peculiar to Matthew

i.-ii.; iii. 14-15; iv. 13-16, 23-25; v. 1-2, 4-5, 7-10, 13a, 14, 16-17, 19-24, 27-28, 31-39a, 41, 43; vi. 1-8, 10b, 13b, 16-18, 34; vii. 6, 12b, 15, 19-20, 28a; viii. 1, 5a, 17; ix. 13a, 26-36; x. 2a, 5b-8, 16b, 23, 25b, 36, 41; xi. 1, 14, 20, 23b, 28-30; xii. 5-7, 11-12a (cf. Lk. xiv. 5), 17-23, 36-37, 40, xiii. 14-15, 18, 24-30, 35-53; xiv. 28-31, 33; xv. 12-13, 23-25, 30-31; xvi. 2b-3, 11b-12, 17-19, 22b; xvii. 6-7, 13, 24-27; xviii. 3-4, 10, 14, 16-20, 23-35; xix. 1a, 9-12, 28a; xx. 1-16; xxi. 4-5, 10-11, 14, 15b-16, 28-32 (cf. Lk. vii. 29-30), 43; xxii. 1-14, 33-34, 40; xxiii. 1-3, 5, 7b-10, 15-22, 24, 28, 32-33; xxiv. 10-12, 20, 30a; xxv. 1-13, 31-46; xxvi. 1, 44, 50, 52-54; xxvii. 3-10, 19, 24-25, 36, 43, 51b-53, 62-66; xxviii. 2-4, 9-10, 11-20

(D) Passages peculiar to Luke

i.-ii.; iii. 1-2, 5-6, 10-14, 23-38 (cf. Mt. i. 1-17); iv. 13, 15; v. 39; vi. 24-26, 34; vii. 3-6a, 11-17, 21, 29-30, 40-50; viii. 1-3; ix. 31-32, 43, 51-56, 61-62; x. 1, 16 (cf. Mt. x. 40), 17-20, 29-42; xi. 1, 5-8, 12, 16, 27-28, 36-38, 40-41, 45, 53-54; xii. 13-21, 32-33a, 35-38 (cf. Mt. xxv. 1-13), 41, 47-50, 52, 54-57 (cf. Mt. xvi. 2-3); xiii. 1-5, 6-9 (cf. Mk. xi. 12-14), 10-17, 22-23, 25-27 (cf. Mt. xxv. 11-12), 31-33; xiv. 1-14, 15-24 (cf. Mt. xxii. 2-10), 28-33; xv. 1-2, 7-32; xvi. 1-12, 14-15, 19-31; xvii. 7-22, 25-29, 32; xviii. 1-13a, 34; xix. 1-10, 11-27 (cf. Mt. xxv. 14-30), 39-44; xx. 34-35a, 36b, 38b; xxi. 19-20, 22, 24, 26a, 28, 34-38; xxii. 15-18, 28-30a, 31-32, 35-38, 43-44, 48-49, 51, 53b, 61a, 68, 70; xxiii. 2, 4-12, 13-19 (cf. Mk. xv. 6-9), 27-32, 34a, 36, 39-43, 46b, 48, 51a, 53b-54, 56b; xxiv. 10-53.

For Bella.

"Scatter the germs of the Beautiful

We recount not the story of those  
Who have made them a name in the Past  
By bold daring deed  
Of soldier & steed  
Or the shout when victory was cast.  
Nor of glory attained by the arm  
Of industry & Labor & Art  
But the mission benign -  
Almost divine -

Of the beautiful deeds of the heart  
Chorus 1. The world is full of the beautiful  
In it beams in every part  
But nothing Earth gives while affection lives  
Like the beautiful things of the heart  
2

In the paths of our lives that we tread  
By the wayside, unmarked or unknown,  
Springs many a flower  
To live for an hour  
By its fragrance to bless 'ere its gone.  
But the throng passes carelessly by  
All intent on the great busy strife  
And few pause to seek  
The flower that  
That has sweetened the air with its life  
Chorus.

To the life comes the well-cherished name  
 Of a sad one who sank beneath the wave  
 Of Blue Egean

Alone & unseen;

Yet her memory from Lethe we'd save.

For the life she devoted to song  
 Though all covered with  
~~With the footprints of misery's traces~~

In suffering hour

Revealed the power

That gilded misfortune with grace

Chorus

We would ~~not~~ <sup>wish</sup> in our Union to-night

Not the part of the hero to play

But pleasure to bend

With profit we lend

Like stars after glare of the day.

From the depths of the hearts warmest source

Rise the words of good cheer we would speak

Words gentle & kind

Not born of the mind

While the mission of beauty we seek.

Chorus

Amist.



MEMORY GEMS.

- 1A- Berlin Polka
- 1B- highland Schottish
- 2A- Vatsouvienna
- 2B- Highland Fling
- 3A- Sailor's Hornpipe
- 3B- Sylvia Waltz
- 4A- Mignot Waltz
- 4B- Tern Dance

Miss [unclear]

GAMES

1A

Come Along  
Cat & Mouse  
(Two or more files pass bags over head  
Bean Bags(standing in ranks-----pass bags  
(sidewards.

1B

Hang Tag  
Three Deep  
Overhead Ball  
Bear & Monkeys  
Those previously learned.

2A

Straddle Ball  
Last Couple out  
Relay Races--running forward touching object then return  
and touch off next one. Running around op-  
posing file.  
Those previously learned.

2B

Circle Dodge Ball  
Wander or touch ball  
Combination of overhead and straddle ball  
Line tag  
Any previously learned.

2A

Beetle  
Three Deep Variation- Partners facing runner goes between.  
Newcomb  
Any previously learned

3B

Stand  
Shuttle Relay  
Bombardment  
Any previously learned.

4A

Captain Ball  
Prisoner's Base  
Combination of Beetle and Wander Ball Any Previously Learned.

4B

Pin Ball  
Circle Jump  
Nine Court Basket Ball  
Shuttle Relay--(carrying ball)  
Any previously learned.

## Hygiene.

12

### Need of Exercise.

Posture in sitting, standing and walking.

Corsets

Head

Teeth

Hands

Breathing

Bathing

Talking

Stair Climbing

### Effects of Setting-up Drill

13

### Effects of Setting-up Drill.

Posture in sitting, standing and walking.

Head

Teeth

Hands

Bathing

Dress

Feet and Shoes

Circulation

Exercise out of doors

Dancing and Grace.

## Hygiene

### 2A

Effects of setting-up-drill  
Posture in standing, sitting and walking  
Head  
Teeth  
Hands  
Bathing  
Constipation  
Breathing  
Health  
Corsets  
Nose

### 2B

Effects of setting-up-drill  
Posture in standing, sitting and walking  
Head  
Teeth  
Hands  
Bathing  
Constipation  
Feet & Shoes  
Nose  
Ventilation  
Effects of exercises



Hygiene

3A

Effects of setting-up-drill

Posture in standing, sitting & walking

Head

Hands

Skin

Food & digestion

Sleep

Care of eyes

Circulation

Study

3B

Effects of setting-up-drill

Posture in standing, sitting & walking

Head

Teeth

Hands

Tuberculosis

First Aid

Value of sunshine

Care of ears

Proper dress

Colds

Free Exercises.

1A.

Group 1.

Touch step forward, both arms forward palms facing	1&2
Charge sideways, swing arms down and up to circle overhead	3&4
Hold the charge and carry arms to shoulder height (palms up)	5&6
Return to position.	7&8
Same beginning right and repeat left and right.	16 meas.

Group 2.

Foot placing sideways, left, arms sideways palms down	1&2
Bend the left knee, hands back of head	3&4
Hold the foot position and stretch the arms up, palms facing	5&6
Return to position arms sideways downward	7&8
Same beginning right and repeat left and right	16 meas.

Group 3.

Foot placing sideways left arms sideways palms down	1&2
Bend trunk forward, hands on hips	3&4
Stretch trunk, arms sideways	5&6
Position	7&8
Same beginning right and repeat left and right.	16 meas.

Group 4.

Foot placing forward left, arms side palms up	1&2
Bend trunk sideways left, hands back of head	3&4
Stretch trunk and stretch arms up, palms facing	5&6
Position, arms sideways downward	7&8
Same beginning right and repeat left and right	16 meas.

Group 5.

Foot placing sideways left, arms sideways palms down	1&2
Turn on both heels to left, hands back of head	3&4
From this position carry right foot to side, arms sideways palms down	5&6
Replace right foot to left and arms to position.	7&8
Continue in the same way with left foot four times; this will make the facing come to a new side each time and bring you around in a square.	16 meas.

Group 6.

Rising on toes, arms up palms facing	1&2
Bend both knees, sink arms sideways palms up (shoulder level)	3&4
Stretch knees, arms up	5&6
Position, arms sideways down.	7&8
Repeat	16 meas.

Wands.

-1-

1. Charge sideways left, point wand to left at shoulder level
2. Sway to right swing wand down and circle right over left hand
3. Sway to left, wand same position as in 1.
4. Position  
Same on right and repeat left and right 16 meas.

-2-

1. Jump to strafe, wand overhead
2. Bend trunk forward, lower wand toward floor
3. Stretch trunk, wand up
4. Jump to position  
Repeat 16 meas.

-3-

1. Foot placing forward left, left hand to right shoulder
2. Raise right arm up, bend trunk to left
3. Lower right arm, stretch trunk
4. Position  
Same on right and repeat left and right 16 meas.

-4-

1. Foot placing sideways left, wand back of shoulders
2. Stretch arms up, bend trunk forward
3. Lower wand back of shoulders, stretch trunk
4. Position  
Same right foot sideways and repeat left and right 16 meas.

-5-

1. Charge outward left, left hand at right shoulder
2. Sway back to right foot circle right hand over (to touch wand at left foot) and bend forward
3. Sway forward and return to same position as in 1.
4. Position  
Same on right and repeat left and right 16 meas.

-6-

1. Charge sideways left, wand overhead
2. Turn to left on heels lower wand to back of shoulders and keep left knee bent
3. Return to same position as in 1.
4. Position  
Same on right and repeat left and right 16 meas.

Wands 31.

Winding exercises. (wand in undergrasp)

1.

Foot placing sideways left, raise wand for	1
Bend left knee, wind left hand sideways	2
Straighten left knee, unwind left hand	3
Position	4
Same, beginning right and repeat left and right.	

2.

Charge sideways left, wind left hand sideways	1
Unwind left and wind right hand, sway to right charge	2
" right " " left " " left "	3
Position	4
Same, beginning right and repeat left and right	

3.

Charge sideways left wind left hand sideways	1
Touch left foot behind (bending left knee) carry left hand	2
to right shoulder and extend right arm upward	3
Return to first position	4
Position	
Same, beginning right and repeat left and right.	

4.

Charge sideways left, wind left hand sideways	1
Touch left foot as far back as possible (knee straight)	
and bend right knee; carry left hand under right shoulder	
bend body forward and touch wand to floor in front of	
right foot	2
Return to first position	3
Position	4

5.

Charge backward outward left, wind left hand obliquely backward	1
Unwind left and wind right point right obliquely upward and	
left hand back of neck, sway forward to right charge	2
Return to first position	3
Position	4
Same, beginning right and repeat left and right.	

6.

Charge outward left, wind left hand obliquely upward, right	1
hand in front of chest	
Carry left foot behind (bending left knee) carry left hand	
behind back and lower right hand (wand behind back)	2
Return to first position	3
Position	4
Same, beginning right and repeat left and right.	



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Tenth's

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FROM LIVERPOOL AND NEW YORK EVERY WEDNESDAY

*Subject to change and individual alteration.*

FROM LIVERPOOL.		STEAMERS.	FROM NEW YORK	
Date.	Sails & Embarkation Hour.		Date.	Sailing Hour.
...	... ..	BRITANNIC ... ..	Feb. 1...	Noon
	... ..	MAJESTIC ... ..	... 8...	Noon
Feb. 1...	4 p.m.	GERMANIC ... ..	... 15...	Noon
* ... 3...	3 30 p.m.	CYMRIC ... ..	†... 21...	2 30 p.m.
... 8...	4 p.m.	TEUTONIC ... ..	... 22...	Noon
... 15 .	4 p.m.	BRITANNIC ... ..	Mar. 1...	Noon
... 22...	4 p.m.	MAJESTIC ... ..	... 8...	Noon
Mar. 1...	5 p.m.	GERMANIC ... ..	... 15...	Noon
... 8...	5 p.m.	TEUTONIC ... ..	... 22...	Noon
* ... 10...	3 30 p.m.	CYMRIC ... ..	†... 28...	3 p.m.

\* Friday

† Tuesday.

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Miss Ferguson

Mr. H. Fletcher

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Mr. J. R. Fridington

Mr. W. M. Beck

Mr. Begg

Mrs. Patrick Galdin

Mr. H. C. Brown

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M..... Passenger per R.M.S.

Queenstown.

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Cablegrams and Telegrams should be handed to the Saloon Steward an hour before arrival at Queenstown.

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Questions relating to Baggage should be referred to the Second Steward, who is the Ship's Baggage Master; Trunks, Chairs, or Rugs which Passengers may desire to leave in charge of the Company, should be properly labelled and handed to the Second Steward.

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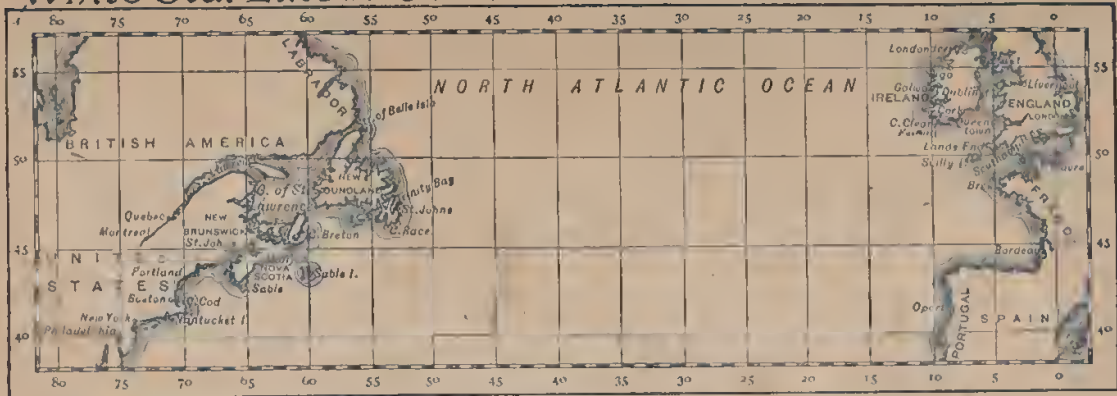
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# White Star Line Royal & United States Mail Steamers



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Date	Latitude	Longitude	Distance	Remarks.
Wed				
Thu				
Fri				
Sat				
Sun				
Mon				
Tue				
Wed				
Thu				
Fri				

## PROGRAMME CARD, HIGH SCHOOLS

DATE

FAMILY NAME

GIVEN NAMES

YEAR \_\_\_\_\_ CLASS \_\_\_\_\_ SECTION \_\_\_\_\_ ROOM \_\_\_\_\_

DEPARTMENT OF EDUCATION THE CITY OF NEW YORK

MON.	RM.	TUE.	RM.	WED.	RM.	THRS.	RM.	FRI.	RM.
1)	10 <sup>21</sup>	20	3a <sup>21</sup> <sub>23</sub>		1a <sup>2</sup>		10 <sup>2</sup>		1a <sup>2</sup>
2)	11 <sup>22</sup>				2B <sup>2</sup>				
3)	2B <sup>22</sup>	10 <sup>22</sup>	2B <sup>22</sup> <sub>24</sub>						2B <sup>22</sup>
4)	11 <sup>20</sup>						10 <sup>2</sup>		
5)	12 <sup>20</sup>	1B <sup>20</sup>					2a <sup>21</sup> <sub>23</sub>		2B <sup>2</sup>
6)	11 <sup>20</sup>	1B <sup>20</sup>			11 <sup>20</sup>				
7)	1B <sup>20</sup>	20					2B <sup>2</sup>		1a <sup>2</sup>



## QUALIFY AS SUBSTITUTE HIGH SCHOOL TEACHERS

Licenses as substitute teacher in high schools of the subjects indicated have been granted to the following applicants:

Biology—Josephine Bruggeman, Stanley B. Covert, Friedolina C. Jud, Elizabeth C. Kreidel, Florence V. Mahrken, Eugenie O'Connell, Shelley R. Sahr, Matilda L. Solomon.

Bookbinding—Sarah J. Freeman.  
Chemistry—Joseph Abelson, Josephine C. Melsju.

Clerical Assistant—Anna H. Fink, Susan Gorman, George Weinberger.

Commercial Branches—Louis J. Beull, James D. Lomis, Charles Rosenbaum, Jacob Schapiro, Samuel L. Schwartz, and Morris S. Zatz.

Cooking—Ada Z. Fish.  
Drawing—Russell Cowles, Olive S. De Luca, Leonie A. Fueslein, Ethel Greene, Edw. Menzel, Odelia T. Radell, and Zola B. Ruggles.

English—Daniel M. Alperin, Helen E. Brady, Helen C. Flood, Helen I. Goldsmith, Ruby E. Norton, Miriam L. Rogers, Bertha Sandberg, Katherine T. Siles, Katherine E. Tredwell, Solomon Wineberg.

German—Jean O. Evans.  
French—Luelle Baron, Eva L. Duley, Evelyn R. Hawes, Alice P. Emmott, Ralph C. Super, Marcel H. Migneron.

German—Margaret M. Migneron.

History—Adolph Noschkes, Kutner, Mary S. Conroy, Sarah C. Donegan, Elsie Haviland, Edward A. Jesser, Marguerite E. McGuire, Elizabeth J. Monfée, Marie E. Murphy, Donald Smith.

Italian—Giovanni Amorosi.  
Latin—Edith S. Arnold, Maria de Villalvilla, Mary Henderson, Charles Lape, Jr., and Grace M. Weber.

Machine Shop Practice—Frank L. Billingham.

Mathematics—Jennie K. Bresel, Dorothy P. Cocks, Alberta R. Crespi, Blanche New, Sophie Robbins, and Julius M. Roseenthal.

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Stenography and Typewriting—Mrs. Arline Chapman, Maurice M. Chrysler, Anna H. Fink, Harry R. Fox, Benjamin Frumberg, Annie L. Gallagher, Carol C. Gee, Elizabeth McCoughlin, Hyman Rinder, Solomon Sattam, Arthur Silverman, and Jeannette Schnecke.

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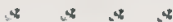
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Correlli

Miss Ellen Bates

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Barthelemy

(Home Coming)

b. Still wie die Nacht

Bohm

Mr. Seoma Jupraner

### SONGS

a. The Two Grenadiers

Shumann

b. Behut Dich Gott

Nessler

Mr. John W. Crandall

### VIOLIN SOLO

Andante—Allegro

DeBerlot

Miss Ellen Bates





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